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ABSTRACT

Educational technology, new materials and methods, and a growing realization that each person learns in an individually unique way has opened up new potentials in correctional education. The delivery of education and training services is very difficult in a prison setting. However, the creative program manager can develop and implement an appropriate delivery system to meet the special needs of the population in a particular institution. Management by specific and measurable objectives, marshalling of internal and external resources, and highly individualized, learner centered, and flexible programming are the essential characteristics of an up-to-date correctional education model. Early and continuing linkages with the real world and intensive assistance during the critical post-release period can reduce the degenerative impact of incarceration. Top level support and commitment to education and training are necessary in order that correctional education may serve the overall mission of any correctional system. (Six appendixes include an inmate data profile, a correctional education model, testing standards, learning center diagram, and Bureau of Prisons educational standards and checklists.) (Author)

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THE POTENTIAL OF NEW EDUCATIONAL DELIVERY SYSTEMS FOR CORRECTIONAL TREATMENT

A correctional education handbook

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Abstract

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The delivery of education and training services is very difficult in a prison setting. However, the creative program manager can develop and implement an appropriate delivery system to meet the special needs of the population in a particular institution.

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Top level support and committment to education and training are necessary in order that correctional education may serve the overall mission of any correctional system.

THE POTENTIAL OF NEW EDUCATIONAL DELIVERY SYSTEMS FOR CORRECTIONAL TREATMENT

Introduction

Correctional educators are generally required to function under very difficult conditions. Old buildings and equipment, institutional responsibilities and activities which compete for inmate/student time, plus many established attitudes and procedures present obstacles to the effective delivery of education and training services to inmate/students in prisons throughout the United States.

Ideally, the correctional educator, in cooperation with other staff responsible for the overall "treatment" process, would contribute to decisions which affect establishment of the institution's mission, the choice of site location, design of physical plant, personnel placement and assessment and selection of incoming prisoners. All this would be done in order to meet specific institutional goals, which would include, among others, but high in priority the development and delivery of effective education and training services to prisoners. 1/

An increasing number of correctional establishments are practicing some or all of this overall planning and implementation process. However, even under the best of circumstances, "treatment" concepts often change more quickly than building plans. Community attitudes and other considerations also shift more rapidly than programs can accommodate.

As a result, practically all correctional administrators are faced with the continuing dilemna of meeting current inmate needs amidst inappropriate and inadequate surroundings and resources.

The first step, therefore, of any correctional educator, from a practical standpoint, must be a careful and total assessment of existing situations, resources, constraints and related conditions. If the correctional educator intends to introduce new delivery systems within the correctional facility itself, in the community, or, as will most likely be the case, using a combination of both, S(he) [2/] must carefully review a series of difficult questions:

1. What are the primary versus the secondary purposes of the institution?
2. What framework can be developed around these purposes to facilitate the establishment of effective education and training programs? (If the primary purposes of the institution are confinement and punishment, and secondary purposes treatment and release readiness, the correctional educator's task is to develop institutionally acceptable strategies to coordinate these purposes.)
3. What are the demographic, educational achievement and other significant characteristics of the inmate population? (If such profile data

are not already available, a first task is to go about collecting the necessary data. (See appendix 1 for sample profile data)

4. Given the education and training needs which surface from a careful profile of the total inmate population, what can realistically be the education and training goals of the particular institution (s) involved?
5. Whose understanding and support among key staff must be won in order to implement the envisioned education and training program goals?
6. What are the competing demands on inmate/student time?
7. Which of the identified education and training needs (goals) can best be met inside the institution, outside the institution or by a combination of both?

Assembling the answers to these questions and analysing their significance with respect to specific program elements is an essential first step.

A CORRECTIONAL EDUCATION MODEL

It is not unreasonable to start with the assumption that a vast majority of the inmates/students to be served will not be college graduates and will not have a marketable job skill. The correctional education model shown in appendix 2 sets forth the kinds of program possibi-

lities which can be developed to meet the needs of the population of most correctional facilities. Program areas range from basic literacy through the college level and provide for simultaneous, alternating or consecutive scheduling to meet academic, vocational, social or other educational needs, depending on circumstances.

Components of The Model

Basic Education

The average overall educational performance level of prisoners in U.S. correctional facilities is estimated at somehwere between the sixth and the eighth grade. It is also estimated that the reading level of these same people is between two or three grades lower than their overall performance level as measured by Standford Achievement Tests. This makes basic literacy education one of the priority educational need areas in any correctional facility. The disparity in age, individual learning styles and related special needs of inmate/students involved, make small classes with intensive individual instruction exceedingly appropriate and important.

The provision of one-to-one tutor arrangements for students will be difficult to arrange in many jails and prisons. Geographic location, security requirements, lack of financial resources and the reluctance of people in the community to become involved in prison activities are among the many impediments which must be overcome. Professional

remedial reading specialists as well as such volunteer organizations as the National Affiliation for Literacy Advance can help train volunteers from the community, as well as institutional staff and inmates, to serve as reading tutors. 3/ The need for bi-lingual reading tutors may present a particular problem in some locations. The prisoners themselves can help meet this need. Some prisoners are not only bi-lingual but they are also highly educated both in their "native" language and in English as a second language. Using such prisoners as tutors is not only cost-effective, but if properly scheduled and supervised can contribute to the development of positive attitudes toward education and training programs.

Secondary Programs

Secondary education program services leading either to a high school diploma or a general educational development certificate (GED) are probably among the easiest services to deliver and the ones most readily acceptable in a correctional setting. In a few states such as Texas, Connecticut and Illinois, prison schools constitute a separate school district in the states' educational system. Diplomas are issued directly to students upon successful completion of specified programs. In other states, a nearby high school may be willing to issue a high school diploma directly to inmate/students who complete certain course requirements. In the absence of these kinds of arrangements GED certificates can be obtained after a student passes GED examinations. Appropriate

procedures can be worked out with the Commission on Accreditation of Service Experiences of the American Council on Education, Washington, D.C. or its counterpart regional or state accreditation agency.

Excellent GED preparation materials are available for purchase from the U.S. Government Printing Office @ $32.25 per set. (Advanced General Education Program Catalog No. LI 58/2.431 /10031/) If separate answer pages are used instead of writing on the workbooks themselves, one complete set may be used and reused many times. These particular GED materials are arranged in over 100 separate 8½X11" workbooks, each covering a particular subject area of the GED program. As a result, with careful scheduling, perhaps twenty or thirty students can simultaneously use a single set of materials.

In addition, the Manpower Education Institute, New York City, has developed video tapes (also available in video cassettes) which can be used to provide or implement GED instruction. 4/ These tapes are in color and offer a spirited and interesting presentation of GED materials. They come in sixty separate ½ hour programs and can be used and re-used. Appropriate T.V. monitors and supporting equipment are necessary, but in view of the number of students which can be accommodated, and the program flexibility this approach provides, the materials and the equipment are very cost-effective. Three to five thousand dollars will purchase both

the software and hardward for this effort. Prices will depend on the choice of color or black and white equipment.

Vocational and Industrial Education

It is becoming increasingly difficult to provide meaningful vocational and industrial education inside a correctional facility. Traditionally, about a half dozen basic vocational education programs were available in correctional settings. They have been building and construction trades, e.g. (carpentry and masonry), machine shop, food services (including particularly meat cutting) welding, automotive maintenance and repair and, sadly, but true, in women's institutions, home economics and typing. As ABT Associates' evaluation of skill training in correctional institutions reports, many of these programs have been closely related to maintenance functions of the correctional facility rather than to the prisoner's training needs. 5/ In addition, much of the training, whether it was provided under the guise of on-the-job training, institutional maintenance or prison industries, or whether it was provided in vocational training shops and in related class room instruction, involved the use of obsolete equipment and less than real world industrial production standards. As a result, most prison occupational training programs have been ineffective in terms of preparation for specific post release employment. 6/

In too many cases, these traditional training programs bear no relationship to the actual vocational interests

or aptitudes of the inmate/students. If a particular inmate/student is faced with a limited number of choices, S(he) frequently "selects" what's available, quite apart from personal interests. Many institutions offer long waiting lists for future classes as supporting evidence of inmate interest in traditional vocational training areas. All too often, this is evidence, not of popularity or relevance of the course, but rather of the reality that there are no alternatives open to the prisoner. It is highly unlikely that the individual preferences, aspirations, and competency levels of 500 individuals, who happen to share a common address, the correctional facility, can be met by four or five or even ten vocational and industrial occupational education areas.

In addition, from a cost-benefit standpoint, it is exceedingly difficult, if not impossible, because of rapidly changing technology and other constraints, to provide effective, post-release job oriented training in prison, even in the traditional vocational education areas themselves.

Consequently many correctional educators are looking for new models and for new program arrangements which can more realistically meet the occupational career development and post-release employment needs of the individual offender. 7/

Advanced Education Pro[redacted]s

The correctional educator must make some hard decisions with respect to post-secondary education needs of prisoners. Increasingly, individuals entering prison already

have a high school diploma or a GED certificate. For these kinds of people it becomes extremely important to provide education and training opportunities beyond the secondary level. The many different kinds of post-secondary level interests found, even among a small group of prisoners, make structuring post-secondary programs a difficult management problem.

Some prisons offer college level courses, using a contract instructor from a nearby junior or four-year college. If twenty or thirty prisoners can be identified who are interested in the same subject, at least as evidenced by their willingness to sign up for the course, an instructor is found who, for a cost of anywhere from $300 to $600 per semester, comes to the prison to provide a college course in Sociology, Psychology or Freshmen English. This means first, that the program manager has to find both a minimum number of students interested in the same course and an instructor willing to "moonlight" after meeting regular job responsibilities. Typically, these kinds of colleges courses are offered during evening or late afternoon hours at the correctional facility. These courses, if "credited" can lead to an AA or BA degree, but the number of students who achieve these goals are extremely small. In many cases the courses offered are "non-credited" in order to avoid the high cost of state required "non-resident" credit-hour fees and to avoid requiring students to meet course pre-requisites.

Correspondence courses are generally also available in prison. The transferability of credits, difficulties involved in taking College Level Entrance Program examinations (CLEP), high dropout rates as well as relatively high per capita costs makes the utility of correspondence courses in prisons relatively limited. There may be greater potential in self-study programs if they are combined with one-to-one tutor or other personal contacts arrangements, and if ways can be found to reduce per capita costs.

Adams points out in his early study of college level programs in prisons that a very small number of prisoners have been involved in post-secondary level programs, but that the number appears to be increasing.[8/]

It has been estimated that no more than 4 or 5% of the 250,000 men and women in federal and state prisons are involved in post-secondary education at any given time. The introduction of such programs as "Upward Bound" and its correctional counterpart "Newgate", as well as "Project Start" (the Federal City College - Lorton program) and the Equal Opportunity Program (EOP), have stimulated an increase in prisoner and ex-prisoner participation in advanced education program opportunities. These new efforts, particularily "Project Start", have combined preparation for college while still in prison, some study-release prior to actual release and a work-study college program after release.

These special advanced education programs have not been without their severe critics. There are those who argue that greater educational opportunities are being offered people who have broken the law then are being offered law abiding citizens. Despite these and others difficulties, the trend toward providing increasing post-secondary education programs in prisons appears irreversible. They meet a real need and in a very logical and measurable way they are proving to be cost-effective. Many advanced education programs provided in prison are vocationally oriented and are designed particularily as preparation for employment upon release. While a good case can be made that all college work is really occupational preparation, the same artificial separation between job training (vocational/career training), and academic education (preparation for college), which exists in the outside world also exists in most prisons. "Newgate", "Project Starr", "EOP" and other efforts are having a positive effect in merging all educational efforts to the important goal of preparation for post-release employment and the establishment of meaningful and satisfying personal life-styles. 9/

The vital involvement of community and junior colleges in prison education programs is also contributing to ending this unnecessary dichotomy. These colleges are playing an increasing role in providing both job oriented and academic programs to prisoners. These programs contribute not only

to occupational preparation for post-release employment but, equally important, offer the student the option to continue toward a four year degree, if s(he) wants to and it's feasible to do so.

Junior and community college involvement has also made it possible to offer the kinds of occupational training not readily provided in a prison. Paramedical training (X-Ray technician, laboratory technician, operating room attendant etc.), Business Education (computer programmer, accountant, small business management, business law) and other relevant occupational training opportunities can be provided, on a career ladder basis, by many junior and community colleges in a manner which few prison based correctional education efforts can match.

The forward looking and creative correctional educator will experiment to achieve the right combination of advanced educational opportunities in a particular institution.

Social Education and Auxiliary Supportive Programs

The provision of excellent academic and occupational education programs which do not include appropriate social education and supportive programs may represent an exercise in futility. The absence of these auxiliary programs contradicts the very definition of education, preparation for living. While lack of academic and/or vocational education may contribute, in part, to an individual's anti-social behavior, it is critically important,

in the case of most prisoners, that they develop social and emotional coping skills also. The absence of an effective and socially acceptable behavior system plays its part in bringing people into conflict situations with the Law.

It is relatively easy to provide a program which covers such subjects as sensitivity training, family relations, money management, the preparation of a job resume, effective participation in a job interview, driver education and similar "how to" programs.

Roberts describes what has constituted prison based social education programs in the few cases where they have existed in the past. 10/ They have been primarily "classroom courses" and disconnected from the overall realities of prison experience.

The more difficult challenge is to offer programs which motivate the student to start questioning basic human attitudes and behaviors and examining how people relate to each other in a wide variety of situations. The student also needs to be assisted to assess his and her past and current coping skills and to decide which s(he) wants to retain and which to revise or replace.

As Kanopka points out so eloquently, "Value formation is an emotional-intellectual process influenced by human interaction". 11/ This means that while it is exceedingly difficult, it is, nonetheless necessary to structure

auxiliary programs which include emotional and intellectual experiences to assist the individual inmate/student develop a personal value system which works for him or her. This involves actual participation in experiences which permit practicing and strengthening coping skills.

On a broad conceptual basis this means structuring situations in which the inmate/student can participate in and develop 1) decision making skills, and 2) skills needed to identify opportunity systems and to seek and gain entry into those systems.

Hopefully, the resulting individual behavior will enhance personal opportunities for meaningful and satisfying life experiences and relationships. This is perhaps the most difficult part of any correctional education program.

The correctional education model in appendix - 2 lists such subject areas as "Social Education", "Leisure Time Activities", "Driver Education" and "Release Preparation" as just a few of the possibilities for such "auxiliary" programs. These are not meant to suggest classroom programs. Their intention is much broader and is reflected in experimental programs currently being developed in the federal system.

The Bureau of Prisons is considering three different social education models. The first model seeks to establish advocacy and facilitator relationships on a one-to-one, or on a one-staff-to-a-small group basis by staff and inmate/

students so that significant staff can serve as role models, where appropriate, or simply as contact resources in critical situations to assist the prisoner to identify alternative coping methods.

A second model envisions the use and training of inmate peer group members as sub or para-professionals to serve in these advocacy and/or role-model relationships.

The third model is built around the functional unit or small group sharing a common program experience. The program is designed so that the functional unit serves as the socialization mechanism.

Each model has the following essential characteristics:

1. Incorporation of individualized life experiences in the areas of social skills, family relations, community relations, employment skills, consumer economics, use of leisure time and positive health habits in a total institutional program for inmates.
2. Advoidance of traditional classroom & group therapy methods whenever possible, and use of community and institution projects, and collective planning methodologies. A basic underlying assumption of this program is that people learn coping skills by personal experience, imitation

of acceptable role models, and other individual centered activities.

3. Utilization of varied instructional staff, methods and materials on an individual prescriptive basis to serve the personal problem need areas of each inmate participant.
4. Emphasis on the gradual and spaced nature of effective social education.
   Learning socially acceptable coping skills is, at best, a long term process, made more difficult if an individual has been denied sufficient supervised positive life experiences at critical points in the individual's maturation process. Therefore, any social education program which begins in the institution must provide post-release linkages to insure continuity of the effort for the individual.
5. Pre and post-tests of all inmates and staff program participants at appropriate intervals.
6. Involvement of all staff and selected prisoners in implementing all programs phases in order to develop total institutional commitment.

7. Involvement of top level administrative or other appropriate key staff to monitor program operation. (e.g. scheduling activities, organizing groups, etc.)

Many government efforts such as the Concentrated Employment Programs (CEP), the JOB CORPS and MDTA skill training to name but a few, incorporated some form of "Social Education" in their programs. Some curriculums are still available; others, unfortunately, are not. Taggart reviews many of these "Ad Hoc" manpower programs. The Labor Department may still have copies of relevant curriculum materials. 12/

The correctional educator who is ready to program beyond academic and vocational education need not reinvent the wheel. Participants in the Adult Basic Education in Corrections (ABEC) program, under the leadership of Dr. T.A. Ryan, have included the social education concept in their overall model designs and different approaches and curriculum materials are being tested on a wide scale, not only in the federal correctional system, but in many state systems also. 13/ In addition, junior and four-year colleges have been broadening their course contents to include this critical area of education. A careful search should uncover much useful curriculum materials.

CHARACTERISTICS OF THE MODEL

The array of program components offered an individual prisoner do not depend on either age or length of sentence. These two factors may influence instructional materials, or learning methods selected but should not determine program participation. Assignment to specific program elements should depend primarily on the educational achievement level of the individual inmate/student and the amount of clock time available for involvement in education and related programs. A correctional education model for a particular institution should emphasize establishment of educational goals stated in behaviorial and measurable terms and should stress coordination of all program efforts with other institutional staff. It should involve the use of individual prescriptive instruction (IPI) and the extensive use of programmed materials reinforced by participation in small classes and intensive tutoring. The individual inmate/student should be able to move through each program component at an individual rate of speed and should be assigned to as many program areas as seem appropriate. For example, it is possible to effectively program a student to work on GED preparation for one or two hours a day depending on personal motivation and attention span capacities and later, during same day, the student can be involved in skill training, social education, release readiness or

other program areas. A correctional education model should also provide for the use of team teaching, flexible scheduling, integrated vocational and academic curriculums, as well as multi-media teaching methods. It should stress the use of "prime time", i.e. daylight hours, for instruction and incentive payments or other positive reinforcements to students to strengthen the learning process.

Education Goals Stated in Behavioral and Measurable Terms

Gerhard's excellent description of how to establish education goals in behavioral and measurable terms can help every correctional educator translate all or any portion of a program into a "behavioral outcomes approach." 14/ The behavioral outcome or behavioral objective approach is particularly important in a correctional setting. The specific achievements or behaviors or the inmate/student, stated in measurable terms, can contribute to such critical decision areas as security status, and hence study or work release or housing quarters, and of course, parole board review. Many academic, vocational and social education curriculums have been translated into behavioral terms. The correctional educator can contact various resource groups such as the U.S. Office of Education Regional Laboratories and Clearinghouses and the Instructional Objectives Exchange to identify such materials. Where a particular cur-

riculum has not yet been translated into behavioral and measurable terms it can be done, after a little practice, by the institution's educational staff.

There are some who may argue that not all learning experiences can be translated into behavioral and measurable terms. It is exciting however, to see, after some instruction and practice, that this is much less true than one believes. Many an educator has personally experienced the pleasure of translating what seemed an impossible outcome into specific and measurable behavior; i.e. actions which can be observed and measured.

It is important here, as in so many other new "management by objective" approaches, not to get carried away and become completely "objective" oriented. The relationship between people continues to be a critical variable in all learning situations. However, it equally defeating to depend solely on inter-personal relations in the education process and to fail to provide the learner with specific knowledge and skills.

Use of Prime Time, Incentives, etc.

Many correctional educators teach during early evening hours after the inmate/student and, in some cases, after the teacher has also worked a full day on other jobs. Where this is unavoidable, it is still possible, despite these handicaps, to achieve meaningful results. How-

ever, if education and training are truly priority concerns in a particular correctional institution, programs should be scheduled during daylight hours, preferably morning and early afternoon. If education and training is to compete with Prison Industries, institutional maintenance and other high priority activities, especially those in which an inmate can earn money or "Good Time", it will be essential to provide monetary and "Good Time" incentives for involvement in education and training programs.

In this connection, it is extremely important to structure incentive payments to reward the slow learner as well as the fast learner. Some educational incentive systems reward grade level increases arbitrarily, without regard to the effort by which they were achieved.

The state of the art is such that a correctional educator can select from several alternatives to structure motivational or incentive arrangements. The individual contract, a token economy and specific rewards for achievement of specific objectives are but a few of the procedures available. Some people are still reluctant to think in terms of "rewards" for learning. The practical educator , however, realizes that the concept of positive reinforcement permeates our entire culture. To single out education and training and to exclude it from the system becomes, in fact, a negative reinforcement mechanism. Small wonder than, that in many situations, the class-

rooms and the learning centers, not only in prisons but in the free world, are either empty or filled with the physical presence of people whose minds and emotions are elsewhere.

Inmate Tutors and Volunteers

There is considerable evidence that basic literacy education can be strengthened by use of on-to-one tutors. No two people read at precisely the same level. In addition, emotional and/or situational blocks which prevent breakthroughs, particularly at the lower reading levels, are unique and distinctive for each non-reader. It is very difficult, therefore, to try to provide effective remedial reading programs in classrooms or even in small group situations. The use of inmate tutors and staff or community based volunteers can provide critical resources for remedial reading programs. 15/

It is unwise to use volunteers of any kind without specific training. Botel and others have delveoped "How to Teach Reading" manuals. 16/ These can serve as the basis for training reading tutors in correctional settings. No tutor should be turned lose on the learner without some preparation. In the absence of some preparation, the tutoring process can be destructive and unnecessarily frustrating.

Many other subjects, beyond reading, also lend themselves to one-to-one tutor relationships. A careful

assessment of student needs and institution resources can contribute to a determination of where and how to use inmate and volunteer tutors.

Differential Instructional Methods and Materials

The different learning styles and varied individual characteristics of inmate/students in correctional institutions requires the use of a wide variety of instructional methods, curriculums and learning materials. Differences in educational achievement levels, cultural backgrounds, levels of learning readiness, chronological age and maturity levels, all reduce the effectiveness of the traditional classroom in correctional settings. Individulaized programmed instruction, provided on a multi-media basis, strengthened by flexible scheduling and a highly individualized approach to the learner's needs are essential ingredients of an effective correctional education model. Many learners do best interacting with a teaching machine or printed programmed instruction; others need intensive individual personal attention and instruction. Still others learn best when involved in a group or small class situation.

This is possibly the best of all possible times for the correctional educator. Instructional materials abound. They are available from commercial publishers, U.S. Office of Education Clearinghouses in the Educational Resources Information Center system (ERIC), from USOE Regional Laboratories, and, of course from other Correctional

institutions.

The Bureau of Prisons has provided the ERIC Center for Vocational Education, 1900 Kenny Road, Columbus, Ohio 43210, and the Northwest Regional Educational Laboratory, 400 Lindsay Building, 710 Southwest Second Ave., Portland, Oregon 97204, with copies of individual vocational and related curriculum materials. Microfiche or hard cover copies are available, on order, for a fee, from both Centers. The Rehabilitation Research Corporation, (financed by Labor Department Manpower funds) has developed and tested a wealth of materials designed for the learner in a correctional setting. 17/

Community Resources

Under existing circumstances it is reasonable to assume that most correctional education and training services will be provided inmates inside the correctional facility. While the correctional education model envisions study release, where feasible, most correctional educators will have to provide meaningful programs within the physical confines of the institution. This should not preclude the education program manager for searching out and using community resources where available, and bringing them, into the institution, if necessary.

There are many community resources to help the creative correctional administrator meet the educational and related needs of institution based inmate/students.

Nearby community and junior colleges, the U.S. Employment Service Office, Labor Department Skill Centers and Vocational Rehabilitation Administrations are but a few of the agencies and orgainzations which can be called upon to help.

State vocational rehabilitation agencies were among the earliest governmental offices to help correctional educators meet inmate/student needs. VRA through its State agencies has provided occupational and educational counseling and financial support on a critical individual basis to many incarcerated prisoners throughout the United States. Some state vocational rehabilitation agencies have staffed units in the correctional institution itself to provide counseling, educational, and, most important, job referral and job development services or linkages to appropriate community based agencies.

Community and junior colleges are another important "free world" resource to assist the correctional educator. They can provide instructional as well as counseling services to inmates/students. In most cases the college staff will have to come inside the correctional institution; in other cases the college can serve as a study or counseling release center to which the correctional institution can send students for educational programs and counseling assistance not readily available in the correctional institution.

The U.S. Employment Service has assigned special staff to help released offenders find jobs. USES also provides a very significant bonding service for ex-offenders. If an employer requires a bond, but is unable to obtain one in the customary way because of the ex-prisoner's "record", USES's bonding contractor will provide the necessary bond.

This service grew out of an experimental-demonstration project funded by the Manpower Administration of the U.S. Department of Labor. Interestingly enough, after several years of bonding ex-offenders, the experience rating showed a lower default level, i.e. a lower rate of bonding violations among ex-offenders than the nation-wide average. Bonding is an important service to the ex-offender whose job market is already limited and can be reduced further by an employer's requirement of bonding which will not be met by an ordinary bonding company. Linkages with this program should be started while the inmate/student is still in prison.

If the correctional educator is programming short term offenders, such as those found in local and county jails, the particular programs offered should be compatible with the possibility of their continuance after the prisoner's release. The use of programmed instruction, peer group tutoring and contract teachers from a near-by accredited school have this potential. The essential point is, that even three or six months in jail

can be used effectively to meet educational goals. The very least that can be accomplished is the provision of realistic job and/or educational counseling services or the assessment of training and educational needs and direction to corresponding available resources. 18/ In other cases, job development and placement services can be provided.

Population pressures and resulting urban growth have reduced the relative isolation of many correctional facilities. Community and junior colleges are within walking or driving distance of formerly "remote" correctional facilities. In addition, some universities have established continuing education centers near enough to serve to strengthen correctional education and training programs. The heightened interest in Corrections has also resulted in offers of assistance from church groups, volunteer organizations and individuals.

Each correctional educator can start by consulting the local telephone directory, particularly the yellow page listing under U.S. Government. S(he) will find the U.S. Employment Service, the Vocational Rehabilitation Administration, the Office of Education and the Manpower Administration of the Labor Department, to list just a few. They all offer resources which can be of assistance.

If a prisoner is seeking to connect, on release,

with educational opportunities, career loans, scholarships or career couseling s(he) should be given a copy of the excellent American Legion booklet "Need a Lift". It lists, in considerable detail, by State, the kinds of assistance available in communities throughout the country. 19/

The critical post-release point is probably where the greatest help is need for the individual offender. Community based resources can offer crucial assistance.

A Special Word About Testing

The correctional educator would do well to follow the six golden rules of testing: 1.) use tests to help identify the individual's strengths on which learning experiences can be built. Use tests as a means of facilitating inclusion rather than exclusion of people from programs. Where common sense and test results collide, opt for common sense. 2.) Do not administer or interpret test results unless you are really qualified to do so. Contract for the services of qualified professionals or organizations who understand the importance of test administration procedures, and who appreciate the limitations as well as the significance of test results. 3.) Do not permit researchers to use inmates to develop or to vali- "new tests" unless there are good reasons to do so. Introduce a specific and formal procedure to process and e-

valuate such requests. 4.) Share test results with the student. 5.) Use appropriate tests; paper and pencil tests may not be the right kind of Test to use in many cases. There may be a language or reading difficulty and, equally important, an emotional or anxiety level which impacts negatively on the testing procedure. 6.) Keep all tests to a minimum; when in doubt, don't test.

There are al least four important areas of concern with respect to testing:

1. Selection of appropriate tests.
2. Procedures for administering and scoring tests and for the interpretation of test results.
3. Use of test results.
4. Training staff in the administration and/or use of test data.

The Bureau of Prisons recently contracted for a special evaluation of its testing programs and procedures. The Waldrop report which resulted from this evaluation, included a series of recommendations. 20/
Among them were:

1. Standardization of tests used in all federal correctional institutions covering atleast four test areas: intelligence, personality, achievement and interests and aptitudes.
2. Supervision of testing procedures in each institution by a professional staff person re-

sponsible to the Associate Warden.

3. Exclusion of residents from responsibility for test administration, scoring etc.
4. Maintenance of test records and materials in a secure and central location.

Appendix 3 provides a copy of the Bureau of Prisons Policy Statement which resulted from Dr. Waldrop's study. One of its most significant provisions relates to continuing staff training relating to proper use of test data.

All too often test results are taken literally and used as sacred data on which to make important decisions affecting people's access to opportunity systems. The problem of verbal tests is very significant in prisons, where so many prisoners are from so called cultrually different or minority group backgrounds. The development and utilization of "Work Samples" and other non-verbal tests, as well as a growing skepticism toward tests as a whole are already having good results in a number of correctional facilities. 21/

New Physical Arrangements

Learning Centers

Many correctional facilities, particularily those in the federal system, have moved away from the use of conventional classrooms and are using instead, Learning Centers, coupled with auxiliary small group discussions and individual or small group tutorial procedures. The Learning Center

diagram shown in appendix 4 lends itself, in many cases, to use in the correctional setting. A Learning Center can be as large or as small as space allows. If education is a serious priority in a particular institution the Learning Center will reflect this. It will be spacious and air conditioned, well lighted and provided with acoustical aids in the form of good carpeting, ceiling tiles and draperies, if necessary.

Study carrels will be equipped for multi-media instructional materials, including Video Tape monitors, audio-visual teaching machines etc. And, above all, the Center will be filled with learners and teachers working together to achieve specific goals.

Alternative Instructional Methods

An important word of caution; students should not be scheduled to work alone with printed or even audio-visual programmed instructional materials for longer than 30 to 50 minutes segments. Scheduled time beyond 30 minutes should be coupled with some person to person contact, either in small group discussion, tutorial or classroom situations. Only the exceptional student can work alone for longer than 30 minute periods. If a self-study period is inter-laced with person to person activities, the individual student can come back to the teaching machine or workbook or video tape situation, able to continue for an additional 30 minutes.

In these new environments and new learning

situations, the correctional educator becomes an educational program manager rather than the traditional teacher. S(he) who must be sensitive to the roles staff and inmate/students play in the Learning Center and how they inter-act and how they can enrich and enlarge their participation.

New Linkages

Inmate/Student Involvement

There needs to be an increasing amount of inmate/student involvement at all appropriate steps of the correctional education and training process. This can take form the of interviews or questionnaires which solicit information and opinions on what kinds of education and training programs are necessary and desirable, as well as which are "preferred" by the resident population. The process here is as important as the resulting information gathered. Involvement in the decision making process has a positive impact, not only on the person being questioned but on the person doing the asking. It establishes student/program manager relationships and enhances the learning and teaching process. Asking for someone's opinion and advice does not necessarily mean that his advice and counsel can or will be taken. It is a commitment to give the advice and counsel weight in the decision making process.

It is also possible to structure informal dia-

logues with inmate/students in order to identify their perceptions of on-going programs as well as unmet needs. In an effort to test whether or not free wheeling discussions would yield positive results, random selections of 15 to 20 inmate/students met in several institutions with representatives of the Education Branch of the Central Office of the Bureau of Prisons. The purpose of the dialogues were:

a) To gain some insight into how inmate/students preceive the Bureau's education and training programs.

b.) To determine whether the dialogue process would provide useful suggestions for future program planning.

The random samples resulted in what appeared to be relatively representative groups except that in one early case the random sample did not include sufficient representation from minority groups. Future samples included the structured inclusion of representatives from American Indian, Spanish-speaking and Black groups if none surfaced from the random selection. The selected students were asked to talk about anything they regarded as important but primarily, if possible, to focus on education and training programs at the institution. Some very important guidance was forthcoming in each such meeting. The absence of any advanced education opportunities despite the fact that close to 25% of the prisoner population

already had GED certificates or high school diplomas was an important point stressed by the inmate sample group at one youth institution. They described quite openly how they "stretched" their GED program assignment. Completions, i.e. " graduation" meant assignment "to the kitchen or the broom". Similarly, the dialogues revealed that the students felt they were being treated as "children", rather than young adults. Apparently some of the instructors in the Youth Center had come from elementary and secondary public school teaching positions and were unfamiliar with how to deal with young adult students.

Ericson, Crow et. al., as a result of in-depth interviews with ex-offenders tabulated the rank order of needs and adequacy of need fulfillment as perceived by the ex-offenders themselves. 22/ They found that "education" ranked number 1 in self perceived needs. Second, third and fourth ranking went to "money, "job training", and "a job", all related very directly to "education". The authors of this study made the following very significant observation.

"The prominence of the concern for education was not expected by the research group nor by the practitioners with whom we worked. Correctional programs are not noted for stressing educational opportunity for ex-cons and the unanticipated stress that parolees gave to education requires further study." (p. 116)

These are but small examples of the kinds of things we can learn from meeting with and listening to the "students" themselves.

Contracting Out of Services, study release etc.

The frustrations of trying to meet the changing and varying education and training needs of 500 to 2000 inmates can be ameliorated to some degree by the use of contract teachers and study release. Traditional correctional administrators have employed full time "career teachers" to provide educational services within the correctional institutions. This has meant the need to provide a welding instructor with classrooms of students whether or not there was student interest, or welding jobs available in the community to which the prisoner was to return, on release. Hiring contract teachers for one or two year initial periods can give the correctional administrator greater flexibility in shifting programs as new job fields emerge and as new student interests are identified.

But even under the best of circumstances, it will not be possible to meet all education and training needs inside the institution. Cost-effective as well as "treatment" considerations militate toward providing increasing study release opportunities to inmate/students, at least initially for those in minimum security status and/or within approximately one year of release.

Conclusion

The Bureau of Prisons, in an effort to synthesize its education and training efforts issued a comprehensive Policy Statement which provides "Guidelines For Participation of Inmates in Education and Training Programs" (See Appendix 5). These Guidelines are significant because, in effect, they establish system-wide education and training goals for all federal correctional institutions and minimum procedures for achieving these goals. For example, one of the goals established provides that "All inmates, with the need, should achieve a minimum of a sixth grade reading level prior to release." Teacher-student contact hours per day, levels of inmate program participation and even the number of hours per day and days per week for educational activities are also spelled out in detail.

The Bureau's educational standards and goals and the level of each federal institution's compliance is being measured by team visits to each institution using a specific check list to evaluate performance (See Appendix 6).

It takes this kind of overall system wide committment to education and training to realistically tackle the problem of integrating education and training goals and programs into the overall mission of any correctional system.

Anything short of this kind of top level policy and administrative support will not yield desired results.

While it is true that correctional education and training must be part of a broader effort, i.e. serving the whole person, it is a strategic portion of the whole, and deserves the highest level of attention and programming.

Footnotes

1/ There is a continuing dialogue concerning what to call incarcerated people. Some prefer the term "resident"; others choose to use "offenders," "inmates" or "prisoners". The author uses all these terms interchangeably fully aware that none is really satisfactory.

2/ A new word "s(he)" is used in place of the traditional "he" - for obvious reasons.

3/ For further information on training reading tutors write to: Laubach Literacy, Inc. Box 131, Syracuse, New York. 13210.

4/ The Manpower Education Institute is located 127 East 35th Street, New York, N.Y. 10016

5/ U.S. Department of Labor, Manpower Administration. An evaluation of MDTA training in correctional institutions. Three volumes. Abt Associates Inc. May 1971

6/ For additional information on this subject see: Pownall, George A. Employment problems of released prisoners. Prepared for the Manpower Administration, U.S. Department of Labor. 1969 Available from the National Technical Information Service, 5285 Port Royal Road, Springfield, Va. 22151. Price $3.00. and Dickover, Robert M. Verner E. Maynard and James A. Painter- A Study of Vocational Training in the California Department of Corrections. Research Report No. 40 Research Division, Department of Corrections. Sacramento, Ca. 1971.

7/ For a fuller discussion of suggested new models for the delivery of education and training services see Sylvia G. McCollum. New Designs for Correctional Education and Training Programs. Federal Probation, June, 1973. and Ryan, T. A. Experimental Training Program in Adult Basic Education in Corrections. Education Research and Development Center, University of Hawaii, Honolulu, Hawaii Final Report II, July, 1971.

8/ Adams, Stuart, College level instruction in U.S prisons. University of California at Berkeley, 1968. See also C. Alton Laird. A study of the college-level educational program of the Texas Department of Corrections. Ph. D. Dissertation, College of Education, University of Huston, May 15, 1971.

9/ For a fuller discussion of "Career Education", i.e. "the harmonizing of academic and career preparation", see the following speeches by Sidney P. Marland, Jr., formerly U.S. Commission of Education and now Assistant Secretary for Education (HEW):

"Crisis as a Catalyst in Higher Education" - Association of American Universities, Washington, D.C. October 24, 1971.

"Career Education: A Report" - Conference on American Youth in the Mid - 70's, National Association of Secondary School Principals, Washington, D.C. November 1972.

"Career Education and Equality of Opportunity" - National Convention of the American Personnel and Guidance Association, San Diego, California. February,9, 1973.

See also Bernard Asbell's "New Directions in Vocational Education," Office of Education, U.S. Department of Health, Education and Welfare.

10/ Roberts, Albert R. Sourcebook on Prison Education. Charles C. Thomas, Springfield, Ill. 1971.

11/ Konopka, Gisela. Formation of values in the developing person. In American Journal of Orthopsychiatry, 43 (1), January 1973 pp. 86-96.

12/ Taggart III, Robert. The prison of Unemployment. The Johns Hopkins Press. Baltimore, Maryland 1972

13/ Ryan, T. Antoinette and L.C. Silvern. editors. Goals of adult basic education in corrections. Educational Research and Development Center. Center, University of Hawaii, May, 1970.

Ryan, T. Antoinette. Model of adult basic education in corrections. Educational Research and Development Center, University of Hawaii, April 1970.

14/ Gerhard, M. Effective teaching strategies with behaviorial outcomes approach. Parker Publishing Co., West Nyack, N.Y. 1971

15/ See Sullivan, John C. and Bobo, Marvin O. Syllabus for adult education tutoring program in a penal institution. U.S. Penitentiary, Marion, Illinois. 1970 for description of inmate - tutor program

16/ Botel, Morton. How to teach reading. Follett Educational Corporation. Chicago, Illinois. 1968

17/ For a complete list of U.S. OE Centers see Directory of Education Information Centers USOE-HEW OE-12042 U.S. Gov't Printing Office $1.25 and for publications list of materials developed and/or tested at Draper Prison write John McKee, Director, Rehabilitation Research Foundation. P.O. Box 1107, Elmore, Alabama 36025.

18/ For an excellent discussion of "Jails" and the dilemma they present, see Edith E. Flynn. "Jails and Criminal Justice", in Prisoners in the United States ed. Lloyd E. Ohlin - American Assembly, Prentice Hall Englewood Cliffs, N.J. 1973

Also - Jack C. Hurlburt and John Goss. Developmental reading: An academic experiment for short term institutions. In American Journal of Corrections November-December 1967 pp. 18-21

19/ "Need a Lift" American Legion Education and Scholarship Program. Dept. S., P.O. Box 1055, Indianapolis, Indiana. 46206. (50¢, prepared or in quantities of 100 or more, 30¢ per copy)

20/ Waldrop, Robert S. A survey of psychological educational tests used in the major facilities of the Bureau of Prisons. U.S. Bureau of Prisons, Washington, D.C., July 1971.

21/ See Patricia Marshall's article "Testing Without Reading" MANPOWER Magazine, U.S. Dept. of Labor. May 1971

22/ Erickson, Rosemary J., Crow, Wayman J., Zurchur, Lewis A., Connet, Archie V., and Stillwell, William D. The offender looks at his own needs. Final report, Western Behavioral Science Institute, La Jolla, Ca. March 31, 1971.

Appendixes

Appendix 1	Inmate Data Profile
Appendix 2	A Correctional Education Model
Appendix 3	Testing Standards
Appendix 4	Learning Center Diagram
Appendix 5	Bureau of Prisons' Educational Standards
Appendix 6	Educational Standard's Check List - Bureau of Prisons

Appendix 1

Demographic Data (as of September 30, 1972)

Three Pilot Institutions

Inmate Population Data	(Female)	(M)	(F)	(Male)
Total	534	350	60	591
By Age of Inmates				
15-21	51	8	4	115
22-29	205	107	26	335
30-40	136	105	14	1
41-50	50	54	3	17
51-70	18	44	--	1
Not Reported	74	32	13	122
By Race				
White	208	255	25	239
Black	266	74	23	295
Red	4	3	1	3
Yellow	1	-	-	-
Not Reported	55	18	11	54
By Offense				
Burglary	1	2	-	15
Car Theft	17	52	2	103
Counterfeiting	14	14	4	17
Drug Laws	88	86	8	56
Embezzlement	10	1	0	3
Fire Arms	4	6	1	17
Forgery	79	32	7	13
Homicide	6	-	-	-
Immigration	3	10	-	2
Kidnapping	-	-	-	6
Liquor Laws	3	7	0	-
Larceny	99	46	15	56
Prostitution	3	-	-	4
Robbery	49	19	1	144

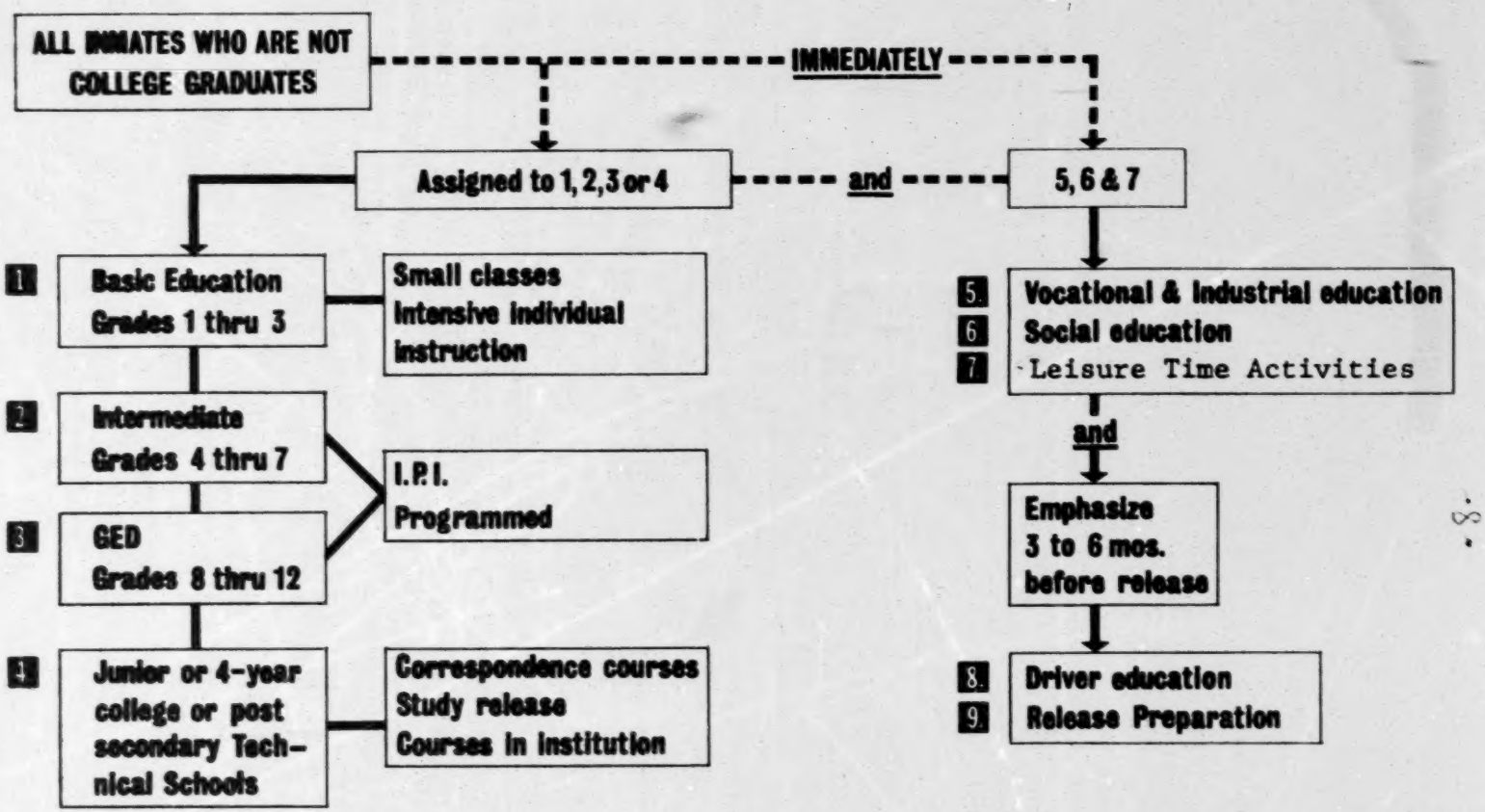
By Offense (cont'd.)	(Female)	(M)	(F)	(Male)
Transporting Stolen Securities	21	14	-	4
Selective Service	-	1	-	20
Other	71	36	9	59
Not Reported	66	22	12	72
By Length of Sentence				
6 months and under	2	2	-	1
6 months - 1 yr.	26	5	1	26
1 yr. - 2½ yrs.	68	32	12	66
2½ yrs. - 5 yrs.	100	74	4	90
5 yrs. - 10 yrs.	195	120	26	209
10 yrs. and up	69	85	6	101
Not Reported	74	32	11	98
By Legal Residence				
Alabama	8	5	-	-
Arizona	1	5	-	1
Arkansas	2	4	-	-
California	5	4	-	3
Colorado	1	6	-	1
Connecticut	4	1	-	-
Delaware	1	1	-	-
Florida	22	12	1	2
Georgia	23	3	-	2
Hawaii	1	-	-	-
Illinois	20	2	-	45
Indiana	11	5	1	35
Iowa	-	-	-	5
Kansas	5	4	-	1
Kentucky	5	2	-	27
Louisana	19	8	3	2
Maryland	11	2	-	3
Massachusetts	1	1	-	1
Michigan	21	-	1	117
New Mexico	-	5	-	-
Nebraska	-	2	-	-
Minnesota	-	1	-	9
Mississippi	-	2	-	-
Missouri	23	5	1	5
Montana	1	-	-	1
New Hampshire	-	-	-	1

By Legal Residence	(Female)	(M)	(F)	(Male)
New Jersey	3	3	-	1
New York	38	4	-	27
Nevada	1	-	-	-
North Carolina	9	3	-	-
North Dakota	1	1	-	-
Ohio	15	4	-	80
Oklahoma	11	10	2	-
Oregon	3	-	-	1
Pennsylvania	4	-	-	30
South Carolina	7	4	-	-
Tennessee	13	7	-	4
Texas	36	108	24	-
Virginia	29	1	-	5
West Virginia	2	1	-	3
Wisconsin	2	2	-	10
District of Columbia	58	2	1	36
Puerto Rico	2	-	-	-
Other	2	3	-	-
Not Reported	113	117	26	133

M = Male
F = Female

Appendix 2

A CORRECTIONAL EDUCATION MODEL


ALL INMATES WHO ARE NOT COLLEGE GRADUATES
IMMEDIATELY
Assigned to 1, 2, 3 or 4
and
5, 6 & 7
1 Basic Education Grades 1 thru 3
Small classes Intensive individual instruction
2 Intermediate Grades 4 thru 7
3 GED Grades 8 thru 12
I.P.I. Programmed
4 Junior or 4-year college or post secondary Technical Schools
Correspondence courses Study release Courses in institution
5 Vocational & Industrial education
6 Social education
7 Leisure Time Activities
and
Emphasize 3 to 6 mos. before release
8 Driver education
9 Release Preparation

KEY CHARACTERISTICS

- Goal Oriented instruction during prime time
- Maximum use of individual programmed instruction
- Multi-media
- Incentive payments
- Integrated curriculum
- Flexible scheduling
- Teacher Aides (Inmate & Civilian)
- Team Teaching
- Educational goals established in behavioral and measurement terms
- Coordination with case management and other institutional staff

Appendix 3

BUREAU OF PRISONS **WASHINGTON, D. C. 20537**

Policy Statement

7300.61
3-13-72

SUBJECT: TESTS AND QUESTIONNAIRES: THE ADMINISTRATION, INTERPRETATION, AND USE AT ALL BUREAU OF PRISONS' INSTITUTIONS

1. PURPOSES. To establish minimum standards for a testing program for residents of Federal Correctional facilities and guidelines for the administration of this program.

2. BACKGROUND. In response to Dr. Robert S. Waldrop's study, "A Survey of Psychological-Educational Tests Used in the Major Facilities of the Bureau of Prisons," (Contract PI-2303, 1971), a Task Force was formed to consider development of Bureau Policy on the subject. The Task Force, comprised of Central Office and field staff, met November 9-11. Mr. William Amos, a member of the U. S. Board of Parole, met with the Task Force and reviewed various dialogues between Board Members and Bureau staff regarding the overall subject of testing. The specific objectives of the Task Force were:

a. To evaluate the recommendations of the Waldrop Report.

b. To draft a policy issuance on testing programs covering:

(1) Batteries of tests to suit each category of institution.

(2) Procedures in giving, grading, distributing and interpreting tests.

(3) Use of test results

(4) Training of staff

From the three-day efforts of this Task Force, this policy statement was produced. (Other considerations of this Task Force are included in the attachment to this policy statement.)

3. ACTION

a. Test Instruments

(1) The Bureau of Prisons shall adopt a standard battery of tests. This standardized battery will offer tests that are appropriate for all residents at all types of institutions; it will unify the information in residents' files; it will provide information for decision-making purposes and for research.

(2) The following minimum areas will be tested:

(a) intelligence

(b) personality

(c) achievement

(d) interest/aptitude

(3) Effective March 1, 1972, the following specific tests will be used in the above testing areas:

(a) Revised Beta

(b) Minnesota Multi-Phasic Inventory (MMPI)

(c) Stanford Achievement Test (SAT)

(d) General Aptitude Test Battery (GATB)

(4) Where non-verbal, non-English, or special forms of these tests are appropriate because of testing population characteristics, these particular forms should be used.

(5) The administration of the standard battery of tests does not preclude the use of additional tests for programming or treatment purposes by any institution; that is, tests may be added to this list, but none may be substituted.

(6) As part of the information available for every progress report for parole review, some of this testing will be repeated. The following details represent minimum re-testing standards:

(a) For RAPS Category 1, repeat achievement and personality tests. (RAPS signifies Rating, Age, Prior Commitment(s), nature of Sentence - see Policy Statement 7200.10, The Case Management System).

(b) For RAPS Categories 2 and 3, repeat the personality test and the achievement test only if the resident has been assigned to and involved in specific training and/or counseling programs.

b. Administration and Interpretation

(1) A professional staff person responsible to the Associate Warden, (Programs), shall supervise all standardized group testing programs in each institution. He shall be provided with necessary supportive professional and clerical staff to carry out his responsibilities. All or any part of these services may be contracted where warranted.

(2) Under no circumstance will institutional residents be involved in any part of test administration, scoring, interpretation, or clerical handling.

(3) Testing procedures described in this policy statement do not apply to tests used in specific courses of instruction such as the GED (General Educational Development), general education courses, vocational training, etc., or specific testing for court referred study cases.

(4) The services of a professional contractor for machine processing of tests should be used whenever possible.

(5) Test data will be interpreted and communicated on an on-going basis to all appropriate institutional staff.

(6) Test information will be provided in response to specific questions from staff on a need-to-know basis. Results of tests administered in the standard battery will be reported on forms BP-7 and BP-8 in accordance with instruction contained in Policy Statement 42,110.1, Inmate Information System.

(7) Group test records and materials shall be filed in a secure, central location under the supervision of the staff person responsible for test programs.

(8) The standard test battery shall be administered to all newly admitted residents in all RAPS categories, except those committed with a sentence of six months or less, within one month of their arrival at an institution. In transfer cases, re-testing will not take place unless previous test results are unavailable or of questionable value.

(9) Staff training relating to proper use of test data shall be the continuing responsibility of the staff member responsible for the testing program.

(10) Personnel involved in test administration, scoring, and interpretation shall receive appropriate training consistent with their need.

(11) Refresher training at regular intervals shall be provided to persons using test reports. Such training shall be given at a minimum of three-year intervals.

(12) In addition to test results, observational data, prior experience, interest, and individual needs should play an important part in the placement of a resident.

c. Controls on Testing for Research

(1) (a) All testing for research purposes, other than the Standard Battery of Tests, must be authorized by the Director of Research. Requests to administer tests for such research should include:

(1) Name of person or organization seeking to administer tests

(2) Purpose of study

(3) Relevance to field of corrections

(4) Hypothesis

(5) Experimental design

(6) Schedule of testing

(7) Plans for utilization of results

(8) Recommendations from the Staff Coordinator for approval or disapproval

(b) Policy Statement 6110.1 "Research", dated 10/31/67, is to be used for further detail regarding submission of research authorization requests.

(2) Procedures noted in c(1)(a) above also apply to Bureau staff when research results are to be used for non-Bureau interests: Master's Degree, Doctoral Degree, publication, etc.

(3) Once a research request has been approved, the testing schedule for the project shall be coordinated with the staff coordinator. The purpose of this restriction is to avoid the effects of over-testing within short time periods.

Norman A Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

In addition to this policy statement, other considerations were expressed, the implementation of which is essential if the full force of the proposed directives in the policy statement are to work. These considerations include:

1. The need for a standing committee to study the test market on a continuing basis and to make recommendations on the substitution of tests for the standard battery. This committee would also be responsible for finding adequate tests to satisfy special needs of particular resident populations.

2. The need for a central office staff person among whose responsibilities would be to coordinate implementation of the Policy Statement on Testing and to serve as Chairman of the Standing Committee. He should be a "testing specialist". Part of his responsibility would be to develop and implement staff training programs in the use and interpretation of tests. He would assist in finding effective testing instruments to be used for special population groups (Spanish language, non-verbal tests, etc.). He would work toward setting up procedures for sharing test information with various departments within an institution and collecting data concerning prior testing results: Army records, high school tests, college board tests, etc.

3. Each institution should have a staff coordinator responsible for its testing program. This person should have a minimum of a Master's Degree in Educational Psychology, Psychology, or Education with strong emphasis on Tests and Measurements. He should have a staff assistant who would also have a strong background in test administration and interpretation, and a clerical assistant who would handle office duties. The institution coordinator would keep all tests and test results in a central location. He would regulate tests given, testing schedules, the location and environment of testing sites, contracting out of test activities when this approach is feasible and desirable, and communication of test results to appropriate offices. He would also participate in continuing examination and evaluation of the testing instruments and would make recommendations for substitutions, deletions, or additions. The staff person in charge of testing would also set up training programs in his institution to satisfy the particular needs of the various users of the test results. For example, training would be given periodically to vocational counselors and others on the use of the GATB results: to education staff on use of sub-group scores of achievement and intelligence tests.

4. A training curriculum in test administration, test interpretation, and test usage should be developed and included in the programs of Bureau Staff Training Centers. Such a curriculum might be developed by a knowledgeable Central Office person or contracted for from a non-Bureau organization.

5. Where considered appropriate, the institution test coordinator would also investigate and implement procedures to establish local norms for his particular institution for use in addition to national norms.

The Task Force Conference was productive. We feel that these additional efforts to organize testing practices will lead to more effective approaches to testing and more appropriate program placement of institution residents.

Task Force Members included:

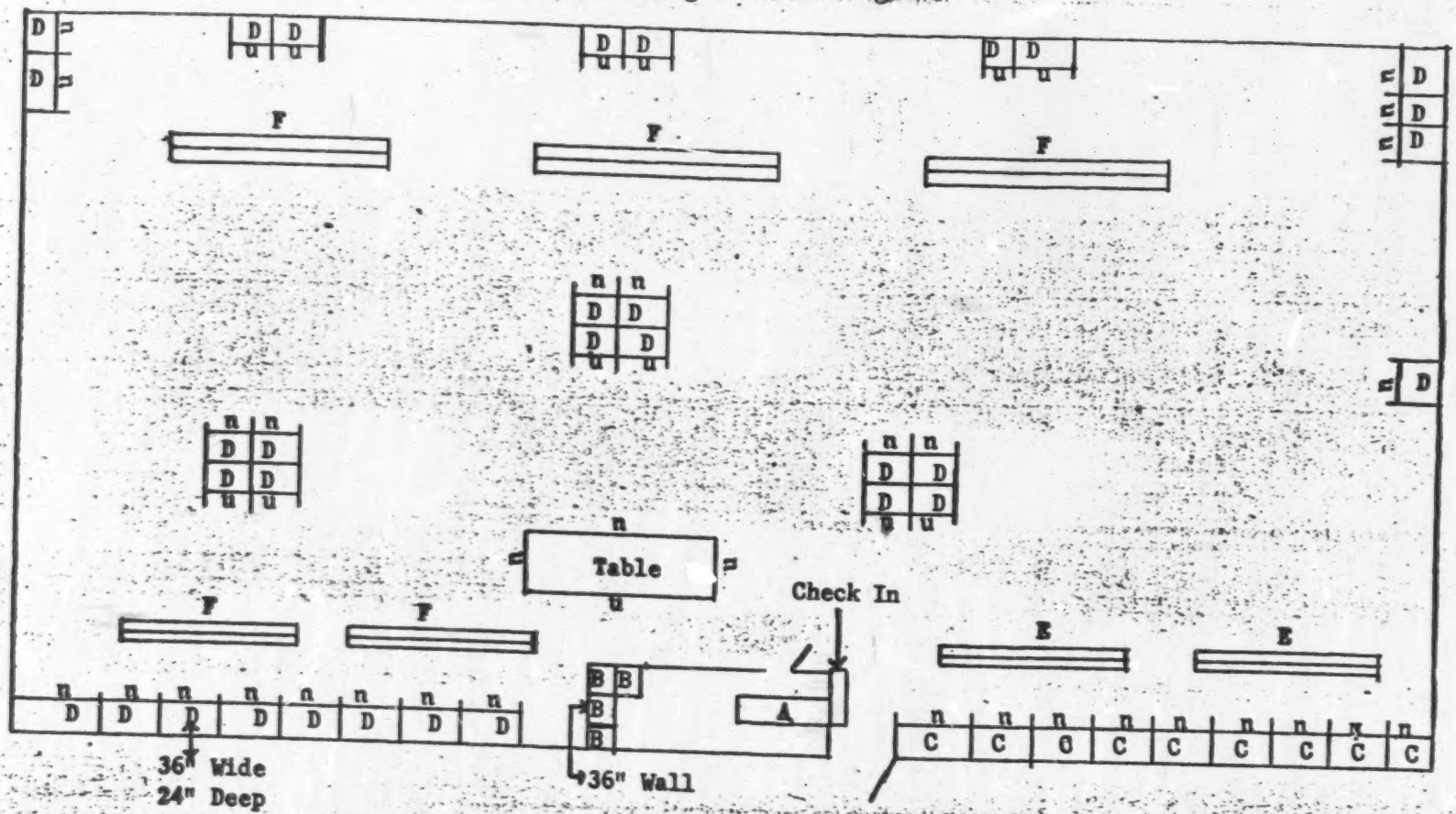
Sylvia G. McCollum, Education Research Specialist, co-chairman
Dr. Robert Levinson, Mental Health Coordinator, co-chairman
Alderson - Dr. Jacquelen Smith, Supervisor of Education
Atlanta - Dr. Nelms Boone, Psychologist
Milan - Mr. Gene Freeman, Chief, C&P
Morgantown - Robert Jackson, Sr. Officer Specialist
Central Office - Marshall Haimes, Research Analyst; W. Frank Forrester, FPT Assistant Commissioner, Field Operations;
John Meecham, Administrative Officer; and James R. Mahoney, Washington Intern

NOTE: It may be of some help in planning to meet the requirements of this Policy Statement to know what it actually cost one institution to contract out its testing functions.

La Tuna spent $1,064 last year to have three tests (C.A.T. Revised Beta and the MMPI) administered, scored and written up for 1200 commitments. The service (one person, one day a week) was provided by New Mexico State University on a contract basis.

Appendix 4

Learning Center Diagram



A - Coordinator's Desk
B - File Cabinets 36" high
C - Carrels-wired for equipment (sound proof) 36" W and 30" Deep
D - Carrels-independent study
E - Bookshelves for A-V materials - 4' high
F - Bookshelves for programmed text - 4' high

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Appendix 5

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BUREAU OF PRISONS WASHINGTON, D. C. 20537

S. McCollum

Policy Statement

7300.63

6-23-72

SUBJECT: GUIDELINES FOR PARTICIPATION OF INMATES IN EDUCATION AND TRAINING PROGRAMS

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1. PURPOSE. To establish minimum levels of participation in education and vocational training programs.

2. BACKGROUND. An analysis has been made of the differential levels of participation in education and vocational training programs. The range of participation in all institutions is from 0 to 95 percent. In addition, there is wide variance among institutions within each major grouping. It would not be appropriate to establish a single participation standard for all institutions; however, assurances of minimum participation levels are needed based on relevant and appropriate considerations.

The minimum standards should be regarded as just that - levels below which no institution should function without proper reasons. If already operating above the levels suggested in any area, these standards should not be used to support falling back to these minimums. Our goal should continue to be to offer maximum education and training opportunities to all inmates, consistent with optimum utilization of resources available to us at any given time.

3. GOALS. The following goals are established:

   a. All inmates, with the need, should achieve a minimum of a sixth grade reading level prior to release.

   b. All inmates with average intelligence (90 or above IQ) should complete the GED prior to release.

   c. All inmates, with the need, should acquire a marketable skill enabling them to earn a minimum of $3.00 per hour.

4. GUIDELINES.

   a. Each academic and related trades classroom instructor should have a minimum of sixty student contact hours per day. For example, ten students per class, six classes per day or sixty students per teacher per day in a Learning Center.

b. Each vocational training class instructor should have a minimum of thirty student contacts per day. For example, fifteen students each half day or thirty students per full day.

c. Minimum standards for part-time instructors, related trades and academic instructors are fifteen students per class; for vocational training instructors - twelve students per class.

d. The following should constitute the average number of hours for program completions:

GED - 240 clock hours
ABE - 240 clock hours
Vocational training - 640 hours per course

e. Percentage of RAPS priority I inmates expected to be assigned to participate in programs:

GED - 75%
ABE - 30%
Vocational training - 80%
Advanced and continuing education - 15%
Social education - 75%

f. RAPS II and III priority inmates shall be encouraged to participate in appropriate education and training programs and classification teams shall consider scheduled participation by inmates in these priorities to the extent to which such scheduling meets treatment objectives and is consistent with optimum utilization of resources, staff and facilities.

5. PROGRAM CHARACTERISTICS.

a. Schools and training activities will be operated on a 12-month basis with minimum break periods for holidays.

b. School and training activities shall be programmed at least 10 hours per day. (They need not be consecutive e.g. 7-11 a.m.; 1-4 p.m.; 6-9 p.m.)

c. Supervised Learning Center facilities shall be open daily for voluntary non-scheduled use at least four hours during the 10-hour operating period.

d. Opportunities for inmates to participate in supervised learning activities shall be available seven days a week, except as provided in paragraph f below.

e. Scheduling of classroom and training activities should be on a flexible basis. This means open ended course enrollments, individual assignments to Learning Centers with starting and ending times consistent with individual student needs and individual prescriptive instruction whenever possible. The level of scheduling should take into account the different rates of learning of individual students and program managers should strive to achieve optimum utilization of staff and facilities.

f. Evening and weekend vocational training and learning activities should be scheduled to provide access to supervised Learning Centers at least four hours on Saturdays and at least two hours on Sundays. If an institution finds it impossible to schedule a full-time staff member to Saturday or Sunday coverage of the Learning Center, the services of regular part-time employees shall be provided.

If, in the judgment of the Education Supervisor, utilization of the Learning Center falls below an acceptable level during summer months (May - August), evening, Saturday and Sunday access to the Learning Center may be temporarily suspended. Utilization data shall be maintained to substantiate these kinds of decisions.

g. Where community resources exist and security conditions permit, study release programs shall be initiated.

6. PLAN OF ACTION. Each Supervisor of Education will submit to the Warden/Director/Superintendent of his institution a program plan to meet the goals, guidelines, and program characteristics outlined in this Policy Statement by July 1, 1972.

These plans shall be forwarded to the Bureau Director of Education and Training by August 1, 1972.

These plans shall become operational no later than September 1, 1972, except with respect to those portions specifically exempted by the Education and Training Director of the Bureau of Prisons.

Norman A Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

Appendix 6

INDIVIDUAL AND TEAM MEMBER FORMAT TO EVALUATE

GUIDELINES FOR PARTICIPATION OF INMATES IN EDUCATION & TRAINING PROGRAMS

BEST COPY AVAILABLE

Check appropriate column:

If you check Col. I give a specific figure showing level of accomplishment.

INSTITUTION_____ DATE VISITED_____

	I PARTIALLY ACCOMPLISHED (% or level)	II FULLY ACCOMPLISHED
1. EACH ACADEMIC & RELATED TRADES CLASSROOM INSTRUCTION HAS A MINIMUM OF 60 STUDENT CONTACT HRS. PER DAY.		
2. EACH VOCATIONAL TRAINING CLASS INSTRUCTOR HAS A MINIMUM OF 30 STUDENT CONTACTS PER DAY.		
3. RELATED TRADES & ACADEMIC INSTRUCTORS (PART-TIME) HAVE 15 STUDENTS PER CLASS.		
4. VOCATIONAL TRAINING INSTRUCTORS (PART-TIME) HAVE 12 STUDENTS PER CLASS.		
5. THE AVERAGE NO. OF HRS. FOR PROGRAM COMPLETIONS: GED - 240 CLOCK HRS. ABE - 240 CLOCK HRS. VOCATIONAL TRAINING - 640 HRS. PER COURSE		
6. PERCENTAGE OF RAPS PRIORITY I INMATES EXPECTED TO BE ASSIGNED TO PARTICIPATE IN PROGRAMS: GED - 75% ABE - 30% ADVANCED & CONTINUING EDUCATION - 15% V. T. - 80% SOCIAL EDUCATION - 75%		
7. NUMBER OF RAPS II & III INMATES IN EACH RAPS CATEGORY SCHEDULED TO PARTICIPATE IN E&T PROGRAMS. TOTAL NO. IN CATEGORY / NO. SCHEDULED TO PARTICIPATE IN E&T RAPS I _____ _____ RAPS II _____ _____ RAPS III _____ _____		
8. SCHOOL & TRAINING ACTIVITIES OPERATED ON A 12 MONTH BASIS WITH MINIMUM BREAK PERIODS FOR HOLIDAYS.		
9. SCHOOL & TRAINING ACTIVITIES PROGRAMMED AT LEAST 10 HRS. PER DAY (NOT NECESSARILY CONSECUTIVE).		
10. SUPERVISED LEARNING CENTER FACILITIES OPEN DAILY FOR VOLUNTARY NON-SCHEDULED USE AT LEAST 4 HRS. DURING THE 10-HR. OPERATING PERIOD.		
11. OPPORTUNITIES FOR INMATES TO PARTICIPATE IN SUPERVISED LEARNING ACTIVITIES AVAILABLE 7 DAYS A WEEK EXCEPT AS IN #12.		
12. SCHEDULING OF CLASSROOM & TRAINING ACTIVITIES ARE ON A FLEXIBLE BASIS. THIS MEANS OPEN ENDED COURSE ENROLLMENTS, INDIVIDUAL ASSIGNMENTS TO LEARNING CENTERS WITH STARTING AND ENDING TIMES CONSISTENT WITH INDIVIDUAL STUDENT NEEDS AND INDIVIDUAL PRESCRIPTIVE INSTRUCTION WHENEVER POSSIBLE.		
13. EVENING & WEEK-END VOCATIONAL TRAINING & LEARNING ACTIVITIES SCHEDULED TO PROVIDE ACCESS TO SUPERVISED LEARNING CENTERS AT LEAST 4 HRS. ON SATURDAY & AT LEAST 2 HRS. ON SUNDAY.		
14. WHERE COMMUNITY RESOURCES EXIST & SECURITY CONDITIONS PERMIT, STUDY RELEASE PROGRAMS ARE INITIATED. (A) TOTAL NO. ON STUDY RELEASE CURRENTLY: HIGH SCHOOL VOCATIONAL SCHOOL MDTA PROGRAM COLLEGE UNDERGRADUATE GRADUATE LEVEL (B) TOTAL NO. ON STUDY RELEASE LAST CALENDAR YEAR. -20-		